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AUTHOR	Moore, John A.
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ABSTRACT

Designed as an elective for 10th through 12th grade students, this course encompasses immigration laws, present policy towards immigrants, the immigrant experience, and stresses the impact of immigration on the American culture. It is hoped that students, by seeing how the American character is so much a result of the immigration process, will understand more about what it means to be an American. Like many other Quinmester curriculum guides, it is divided into the following sections: 1) a course description; 2) course goals; 3) a course content outline; and 4) an augmentation on the course goals, including the focus, the objective, and suggested learning activities. (OPH)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

SP 006154

Social Studies

A Nation Of Immigrants

#6416.17
#6448.34

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

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SOCIAL STUDIES

A NATION OF IMMIGRANTS

6416.17
6448.34

by

JOHN A. MOORE

for the

Division of Instruction
Dade County Public Schools
Miami, Florida
1972

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INTRODUCTION

This course of study was written as part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g. pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to, Social Studies, Room 306 Lindsey Hopkins.

James A. Fleming
Social Studies Consultant

COURSE DESCRIPTION: AN ANALYSIS OF THE "GREAT AMERICAN IMMIGRATIONS" AND THEIR EFFECTS ON THE DEVELOPMENT OF AMERICA. ENCOMPASSES IMMIGRATION LAWS, PRESENT POLICY, AND THE IMMIGRANT EXPERIENCE. THE IMPACT OF IMMIGRATION ON THE AMERICAN CULTURE IS STRESSED.

CLUSTER: AMERICAN STUDIES

GRADE LEVEL: 10-12

COURSE STATUS: ELECTIVE

INDICATORS OF SUCCESS: NONE

COURSE RATIONALE: The unique American character is, in part, a result of the process by which our population was formed. The influx of millions of people from all over the world for several centuries created an unprecedented blending of diverse cultures, creeds, and talents. This influx and the resulting patterns of accommodation, assimilation and amalgamation of human groups has created the unique American population.

An understanding of what it means to be an American, a legitimate goal for American education, requires a clear conception of the process by which our national character has been formed. The study of immigration and the experiences of the immigrants will contribute to this end.

COURSE GOALS:

1. THE STUDENT WILL DESCRIBE HISTORICAL REASONS FOR IMMIGRATION TO AMERICA.

2. THE STUDENT WILL DESCRIBE COMMON FACTORS IN THE IMMIGRANT'S EXPERIENCE IN TERMS OF:

   a. THE TRIP TO AMERICA
   b. HOUSING (LIVING) CONDITIONS
   c. EMPLOYMENT

3. THE STUDENT WILL IDENTIFY METHODS USED BY IMMIGRANTS TO PRESERVE THEIR NATIVE CULTURE.

4. THE STUDENT WILL DESCRIBE PATTERNS OF ADJUSTMENT TO AMERICAN SOCIETY COMMONLY EXHIBITED BY IMMIGRANT GROUPS AND EXPLAIN THE RESPONSE OF NATIVE AMERICANS TO THE IMMIGRANTS.

5. THE STUDENT WILL ANALYZE THE DEVELOPMENT OF AMERICAN IMMIGRATION LAWS.

6. THE STUDENT WILL EVALUATE THE CONTRIBUTIONS IMMIGRANTS HAVE MADE TO THE QUALITY AND VARIETY OF AMERICAN LIFE.

COURSE CONTENT OUTLINE:

I. Immigration Movements

A. The first 100 years

B. North European immigration (pre-1890)

C. Oriental

D. Southern and Southeastern European (post-1890)

II. The Immigration Process

A. Transportation

B. Port of Entry (processing)

C. Housing

D. Employment

III. The Immigrants' Reaction

A. Efforts to preserve the "old ways"

B. Nativism

C. The Children "bridge the gap"

IV. Adjustment Patterns

A. Accommodation

B. Assimilation

C. Amalgamation

V. Immigration laws and policy

VI. Contributions of the Immigrants

A. Cultural

B. Educational

C. Government Service

D. Business

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
INTRODUCTORY ACTIVITIES	Familiarize the students with the necessary concepts to begin the study.	1. Discuss the meaning of the following concepts: immigration emigration national origin culture ancestry ethnic group amalgamation assimilation accommodation policy (i.e. "immigration" policy) vital statistics migration naturalization (Time will be saved if a formative test is given to measure the groups understanding of these terms. Thus discussion can be limited to those about which the group knows little.) 2. Have the student create a chart of his ancestry (a "family tree") identifying the national origins of as many ancestors as possible. (Suggest that they trace five generations back if possible.) 3. Have a group of students compile the data on individual students' ancestry into a large display (e.g. map or chart) depicting national origins of the class. 4. Have students interview neighbors to obtain data about their ancestors' national origin (and perhaps the experiences of immigrant ancestors). Reports and small group discussions can be based on the results of the studies. 5. A questionnaire about the migration patterns of the students' ancestors can be administered and used as the focal point of a discussion to verify that migration is a historical and continuing aspect of the American society. (A good questionnaire is located on pages 18-19 of A New History of the United States by Bartlett, et. al.)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
INTRODUCTORY ACTIVITIES (cont.)		6. Hold an open discussion about the migration experiences of class members. It might be based on questions such as these: Has your family ever moved? What were the reasons? What sacrifices did the family make by moving? What kind of move (migration) would be more difficult - from state to state or country to country? Why?

GOAL 1: THE STUDENT WILL DESCRIBE HISTORICAL REASONS FOR IMMIGRATION TO AMERICA.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
MIGRATION HAS MULTIPLE CAUSES	The student will describe historical reasons for immigration to America.	1. Have the student identify the major groups that have migrated to America. For each group have them identify possible reasons for the migration. (This might be best accomplished as research projects by small groups.) 2. Have the students compile a list (on the blackboard) of motives for moving from one place to another. Have the students catagorize the motives listed (e.g. educational, economic, social, religious). This list may be result of both the research described in activity #1 and personal experience. (An alternative procedure is to begin with this activity and have the students form hypotheses about the motives for immigration to America. Those hypotheses could be tested by the students as the course progresses.) 3. Have the students write an essay evaluating the hypothesis that "migration has multiple causes." Such an assignment should be preceded by adequate student research and discussion on the variety of motives behind historical migration to America. 4. Have the students (or selected students) read autobiographies of immigrants and report on the reasons they gave for immigration. 5. Suggest to a group of students that they role play a group of newly arrived immigrants. Using a "news-reporter" format, the students might be interviewed about why they decided to migrate to America. (Answers could cover reasons for leaving the old country as well as why America was chosen as a destination.)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		6. Have the students discuss and define the term "peasant." Have them speculate on why so many European peasants emigrated in the 19th century. (Excerpt from Emily Balch's Our Slavic Fellow Citizens will be useful both in achieving an accurate definition of peasant and in identifying reasons for emigration.) 7. Have several students research the causes and effects of the mass uprisings in France, Italy, Germany, and the Austrian Empire in 1848. Have them report their findings to the class. The class can then discuss how those events (or the circumstances that caused them) provided motives for migration. 8. Provide the students with a description of class structure in Eastern Europe of the mid-19th century. (e.g. nobles, gentlemen, peasants, cottiers (owns land, but not enough to be self-sufficient), day laborers, farm servants) Have the students suggest reasons why the peasants had "respectability" and security in such a system (e.g. property owner, taxpayer, clear social rights (over the lower classes) and responsibilities (to the higher classes). Have the students hypothesize why the majority of the immigrants to America were from the peasant class. (Able students might be placed on independent study to test their hypotheses. Others can test them as additional data is introduced in the course.)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		9. Explain to the students (or have a student report on) how a "money-economy" developed in Europe in the 19th century. Emphasize the effects this change had on the life-style of the common man (e.g. dependence on home production decreased; cash crops needed more than traditional food crops; taxes required cash, not produce; new goods, available as a result of industrialization, created new wants; mortgage payments must be in cash rather than traditional goods or services). The students might be asked to hypothesize reasons why such changes might cause people to migrate. 10. Describe the life-style of the 19th century European peasant (one who owns enough land to support himself) to the students. Include the following data: a. European population was increasing. b. A peasant's prestige (a vital part of his life, is based primarily in the ownership of land.) c. Commonly, only the eldest child inherited the land. d. Many peasants, living at a subsistance level, lost their land when unable to meet mortgage payments. Have the students make inferences about why many 19th century peasants lost their land. Have them formulate hypotheses about the reactions of the peasants who lost the source of their prestige (the land). (e.g. They migrated to America. They took jobs as day laborers or farm servants.) 11. Give the students the following hypotheses:

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		11. (cont.) a. Emigration is caused by an economic disaster. b. Emigration is caused by an increase in wants. c. Emigration is caused by an awareness of better living conditions elsewhere. Have the students speculate on the validity of these hypotheses and attempt (via research, preferably in small groups) to determine if European immigration to America was a result of any or all of these.

GOAL 2: THE STUDENT WILL DESCRIBE COMMON FACTORS IN THE IMMIGRANT'S EXPERIENCE IN TERMS OF: a. THE TRIP TO AMERICA
b. HOUSING (LIVING) CONDITIONS
c. EMPLOYMENT

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
MANY IMMIGRANTS ENCOUNTERED SIMILAR EXPERIENCES WHEN IMMIGRATING TO AMERICA	The student will describe common factors in the immigrants' experience in terms of: a. the trip to America b. housing conditions c. employment	1. Beginning with the question "How did the immigrants get here?" have the students identify the reasons for large numbers of immigrants coming on poor quality ships. (e.g. need to save money, only available transportation, money for passage paid before they saw the ship) 2. Have the student examine picture or models of the ships used to transport immigrants at various times in our past. (Some students might draw or construct models of these ships.) Have them consider the size of the ships (students can locate this data via research), the number of people they carried, and the length of time it took to arrive in America. Have the students make inferences about the quality of such travel given the above data. 3. Have the students locate what portions of the ships were generally occupied by the immigrants. Have them discuss the effect such accommodations would have on a person's life-style. (The data can be located in many standard reference works, on the data sheets that accompany most models, and in the biographies and autobiographies of emigrants. A good description, although limited in scope, is located in The Immigrants' Experience, an AEP paperback.) 4. Have the students role play emigrants interacting with the various people encountered in the process of migration (e.g. ship's crew and officers, government officials (going and coming), shipping agents). The skits should demonstrate the problems emigrants commonly encountered.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		5. Have the students examine the arguments given by ship owners, agents, and government officials to justify the conditions emigrants commonly encountered. (Much of this data can be found in A Nation of Immigrants by J. F. Kennedy or The Immigrants' Experience.) 6. Have the students trace changes in the conditions of "immigrant ships" and identify the causes of these changes (e.g. Improved ship design, increased government intervention, competition among transport lines). 7. Show the students picture of tenements. Have them describe what they see in the picture. Have them make inferences about what it would be like to live in the conditions pictures. 8. Have the students conduct research to determine why the immigrants lived in tenements. Have them consider such questions as "What use was made of the buildings before the immigrants used them? Was other housing available? Is there any relation between how long an immigrant has been in America and the area in which he lives? 9. Have the students role play arriving immigrants. Have them demonstrate how they would go about finding housing. (e.g. Stay with friends or relatives, look for someone who speaks their language and live near them or where they suggest, seek cheap housing to save money until a job is secured) 10. Have the students identify (through research, reports by immigrants, textual materials) the types of employment commonly obtained by immigrants (e.g. peddling, homework by the piece, "sweat-shops," hard labor).

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		11. Have the students suggest reasons why a lack of understanding of English and/or an unfamiliarity with American customs would prevent an immigrant from securing many desirable jobs. 12. Have the students view pictures (or films) depicting immigrants from various time periods at work. Have the students describe the types of employment they see. (The instructor can construct a useful teaching device by compiling sets such as these.) 13. Show the filmstrip Immigration: The Dream and the Reality. Have the students discuss the data provided via the pictures.

GOAL 3: THE STUDENT WILL IDENTIFY METHODS USED BY IMMIGRANTS TO PRESERVE THEIR NATIVE CULTURE.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
MANY IMMIGRANTS SOUGHT ACCOMMODATION WITH THE DOMINANT CULTURE AND WISHED TO MAINTAIN THEIR "OLD WORLD" BEHAVIOR PATTERNS AND CUSTOMS.	The student will identify methods used by immigrants to preserve their native culture.	1. Have the students write an essay in which they speculate how it would feel to move to a foreign land where they do not know the customs, the language, nor the expected behavior patterns, and where they are not accepted by many of the natives. Ask them to, in their essay, describe whether or not they would want to join with other immigrants like themselves or "go it alone." (Any sort of activity that leads the student to consider what it would be like to be alone and confused in a strange land is appropriate here.) 2. Have the students identify from textual and reference readings the types of problems encountered by the immigrants and discuss how these problems could be overcome by working in groups. (Problems such as changes in patterns of living, loneliness, loss of self-respect, uncertainty about how to relate to native Americans, generation gap with their children) 3. Have a group of students role play a group of immigrants forming a "society" to meet their needs. The dialogue can illustrate the purposes of such societies (e.g. preserve native culture, maintain traditional values, provide assistance to each other, teach the young the old world culture, keep the native language alive). 4. Locate and show the students copies of the newspapers and journals published by immigrant groups (in the native language). Have them speculate on how such items could help maintain the immigrants' traditional culture.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		5. A group of students can role play immigrants and publish their own newspaper (containing news of the old country, availability of jobs, where to get traditional foods not commonly available, political analysis, etc.). 6. Have the student write to or visit existing societies founded by immigrants to maintain their culture (such as the Ukranian Club in Miami). 7. Some students might demonstrate various dances or songs used by the immigrants. Have the students discuss (or even role play) how the gathering to sing and dance served to maintain the traditional culture. 8. A cooperative venture with the Home and Family Education Dept. in the area of foods with a foreign flair. Note: There is a Home and Family Education quin course entitled Food with a Foreign Flavor, 6768.09. 9. Show the film, Our Immigrant Heritage, to depict the attempt of various immigrant groups to maintain their culture. Discuss the ways this was done in the film.

GOAL 4: THE STUDENT WILL DESCRIBE PATTERNS OF ADJUSTMENT TO AMERICAN SOCIETY COMMONLY EXHIBITED BY IMMIGRANT GROUPS AND EXPLAIN THE RESPONSE OF NATIVE AMERICANS TO THE IMMIGRANTS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
AMALGAMATION ASSIMILATION ACCOMMODATION	A. The student will be able to describe patterns of adjustment to American society commonly exhibited by active immigrant groups.	1. Clarify the meaning of the concepts of accommodation, amalgamation, and assimilation. The students should be able to create their own illustrative examples before they can be expected to identify adjustment patterns among various immigrant groups. 2. Have the students select a variety of immigrant groups from selected past periods of immigration (e.g. Pilgrims, Irish, Chinese, Poles, Cubans) and hypothesize about the pattern of adjustment exhibited by these groups. The hypotheses can then be tested via research. The research results should be discussed in class. It might be useful to have several students research each group of immigrants independently and then compare the results of their research. This is a useful way to point out the tentative nature of historical research for frequently students will get different results despite legitimate research efforts. 3. Have the students discuss the "melting pot" theory of the formation of our culture (i.e. amalgamation). Have them gather data to prove that: a. Amalgamation did occur. b. Amalgamation was not a universal experience for immigrant groups. 4. Have the students view the filmstrip series Out of the Mainstream. Have them discuss the ideas presented and relate them to the adjustment patterns of the immigrants.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	A. (cont.)	5. Have the students identify, for various immigrant groups, some of the customs that have been adopted by the society in general and customs that have remained characteristic of the immigrant culture (or the descendants of the immigrants). The students can identify such customs in: dress food music and dancing courtship customs weddings funerals religious practices vocabulary 6. Have the students analyze the role of the children of the immigrants. Have the students speculate on the effect on family morale when the children understand the language and customs of the area they live in better than their parents. (Students should identify both positive and negative aspects - e.g. through such tasks as acting as interpreters the children perform a real service to the family. Having parents who appear "ignorant" and different was often an embarrassment to the children.) ("The Case of John Nichols" from The Immigrants' Experience would be useful here.) 7. Have the students describe what they might do if they moved to a foreign land where they had learned to speak the language and behave "normally" but their parents held to the "old ways." It is likely that the alternative

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	A. (cont.)	7. (cont.) reactions suggested by the students will be like those actually chosen by immigrant children (e.g. some followed the ways of the parents, some rejected parents completely, some moved away and maintained loose ties with parents). 8. Have the students formulate hypotheses about why immigrant groups such as the Irish, Italians, Poles, etc. still maintain an ethnic identity in America while such groups as the English, Scotch, Dutch, Scandinavian, and German immigrants were almost totally amalgamated. The hypotheses formed should be tested by gathering available data on the times in which the migrations occurred, the numbers, the social conditions prevailing at the time, the background of the immigrant groups, etc. 9. Have the students test the hypothesis that the interaction and adjustment patterns of immigrants to America have resulted in a society consisting of four major groups: Catholics Jews White Protestants Blacks The students should attempt to verify that: a. The majority of Americans could be classified into one of the above groups. b. People commonly identify themselves in terms of the racial or religious designations above rather than by national origin.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	A. (cont.)	9. (cont.) The students should also consider what role, if any, is played by those groups that do not fit into these mainstream categories of the American culture (e.g. Orientals, Indians). These books are useful references in the study of adjustment patterns of immigrants: Herberg, Will, Protestant Catholic, Jew: An Essay in American Religious Sociology Handlin, Oscar, The Uprooted Higham, John, Strangers in the Land Gorgon, Milton, Assimilation in American Life
IMMIGRANTS WERE GENERALLY REJECTED BY NATIVE AMERICANS.	B. The student will explain the response of native Americans to the immigrants.	1. Have the students discuss the meaning of the term "American." They might interview friends and neighbors and add the data gained to the discussion. Have the students attempt to formulate some hypotheses about the role national origin of ancestors plays in the definitions given. 2. Have the students collect data on stereotypes of different ethnic groups (e.g. Irish, Poles, Italians) and speculate on why such stereotypes came into existence. Provide the students with the concept that stereotypes are manifestations of prejudice and ask them to hypothesize about the acceptance by native Americans of immigrant groups. (They should be able to infer that the widespread use of stereotypes signifies a lack of acceptance of the immigrants by the established Americans.)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. (cont.)	3. Have the students role play situations in which they act out relationships common between immigrants and natives. (e.g. Storekeepers putting out "No Irish Need Apply" signs, children ridiculing immigrants' speech or dress) 4. Have the students read excerpts from articles criticizing Chinese immigration. (Among other sources this data can be found in Immigration: A Study in American Values.) Have them describe what kind of feeling toward the Chinese would be created in the minds of the people who read such articles. 5. Have some research and report on the activities of the Ku Klux Klan in the 1920's. Have them emphasize the religious intolerance exhibited by the Klan. Have the class speculate on the effect the Klan's anti-Jewish, anti-Catholic campaign would have on immigrants of those faiths and on the willingness of Protestant Americans to accept them. 6. Have the students examine data on the quota system (emphasis on that data indicating the number of immigrants accepted from each country). Have the students formulate hypotheses, based on that data, about the relationship between national origin and the chances of being easily accepted and assimilated into American society. 7. Have the students collect a series of "names" applied to immigrant groups (e.g. micks, hunkies, spics, wops). Have them discuss possible reasons for using such names. Ask them to speculate on whether the common application of such derogatory labels makes it easier or harder for immigrants to adjust to a new life.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. (cont.)	8. Have some students excerpt (from a collection of autobiographies by and biographies about immigrants) data about the acceptance and tolerance, the rejection and intolerance experienced by the subjects of the books. Have them report to the class. 9. Have the students interview friends and neighbors about recent immigrants to America (e.g. the Cubans). Have them compare the feeling of acceptance and/or rejection of new immigrants with the data about the reaction of natives to immigrants in earlier time periods. Have the students formulate hypotheses to explain any differences or similarities between "now" and "then." 10. Have students (in small groups) research the origin, purpose, and effects of anti-immigrant organizations. (e.g. The Order of the Star Spangled Banner (The Know Nothings), The Workingman's Party, The KKK, others).

GOAL 5: THE STUDENT WILL ANALYZE THE DEVELOPMENT OF AMERICAN IMMIGRATION LAWS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
CONTROL OF THE SIZE AND NATURE OF THE POPULATION VIA CONTROL OVER IMMIGRATION Note: A good overview of the development of immigration laws is located in The Immigrants' Experience.	The student will analyze the development of American immigration laws.	1. Have the students discuss and clarify the concept "open-door" policy. Have them gather data to determine when such a policy was in effect in regard to immigration to America. 2. Have the students identify and discuss the intent and effect of actions taken to control immigrants and immigration prior to the Chinese Exclusion Act. (e.g. Alien and Sedition Act of 1798, Know-Nothing Party, Workingman's Party) 3. Have the students gather data to explain why the Chinese Exclusion Act was passed (1882). Have them identify the requirements of the law and the restrictions it placed on the Chinese (e.g. no naturalization). (This might be done by a small group and reported to the class.) 4. Have a student give a report on the Immigration Act of 1917. The report should attempt to explain why the law was passed as well as the basic effect of the Act on Asian immigration to America. 5. Define the term "literacy test" for the students and have them discuss the purpose of the efforts from 1897 to 1917 to make literacy a requirement for immigration. Have them speculate on why three Presidents vetoed literacy tests. (An able student might role play one of the Presidents that vetoed literacy requirements (i.e. Cleveland, Taft, Wilson) and give a speech explaining his objections to it.)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		6. Students who study a foreign language (e.g. Spanish, French, Russian) might construct a literacy test (30-60 words in common use) to administer to the class. The students could then discuss the validity of such an instrument. They should consider such points as how to decide which words are best for the test, how could the immigrants learn to read the language before they arrived, whether those who speak but cannot read the language would be fairly treated under a literacy test. 7. Have the students identify (via research or textual reading) the major provisions of the Immigration Act of 1924. Have the students form hypotheses on: a. Why national origins was taken as a guide for controlling immigration b. Why the particular percentages and total numbers selected were chosen 8. Have the students examine immigration statistics from 1929 (when the quota system went into full effect) until 1965 (when quota based on national origin were abolished). Have them formulate hypotheses about the effect the quota system had on migration to America (e.g. Asian immigrants were almost eliminated. Immigration became an insignificant source of additional population. North Europeans were considered more desirable immigrants than other groups.) 9. Have the students analyze the effect of and reasons for exceptions to the national origins quota. (e.g. Displaced Persons Act of 1948, Refugee Relief Act of 1953, Cuban Refugee Program of 1961)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		10. Have the students compare the 1924 Immigration Act with the Immigration and Naturalization Act of 1952. Have them identify the similarities (e.g. use of national origin quota) and contrasts (1952 act allowed naturalization of orientals). Some students might investigate the reasons President Truman gave for vetoing the bill. They might present a role-play situation in which the President delivers a veto message to Congress. 11. Have the students make a chart or display depicting the basis for the quota areas established by the Immigration and Naturalization Act of 1965. Have them discuss the advantages of eliminating national origin quota in favor of hemisphere quotas. 12. Have the students identify the priority categories for admission to America (e.g. having a special skill, having relatives here). Have them evaluate the order of priority and speculate on the advantages and/or disadvantages of the particular order chosen. Some students might report of efforts made in Congress to modify the priorities. 13. Have some students write to national leaders (e.g. Senators, Congressmen, Immigration Officials) and ask for an explanation of why the particular maximum numbers allowed in per year per hemisphere were selected (or any other question they would like to ask). 14. Invite local Immigration Officials to speak to the class and explain how current laws control the behavior of new immigrants. 15. Invite an immigrant or recently naturalized citizen to describe their experience to the class.

GOAL 6: THE STUDENT WILL EVALUATE THE CONTRIBUTIONS IMMIGRANTS HAVE MADE TO THE QUALITY AND VARIETY OF AMERICAN LIFE.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
AMERICA HAS PROFITED GREATLY FROM THE TALENTS, ENERGY, AND CUSTOMS OF MANY IMMIGRANT GROUPS.	The student will evaluate the contributions immigrants have made to the quality and variety of American life.	1. Have the students read biographies and autobiographies of immigrants who have gained fame. Have the students identify and discuss their contributions to American life. 2. Have some students trace the development of American music identifying the input of immigrant groups. Examples of music brought to America by immigrant groups can be demonstrated by records, tapes, or students' performances. 3. Some students might construct a display depicting the contributions and/or accomplishments of famous immigrants. Reproductions of the works of immigrant artists and craftsmen would be appropriate. 4. Have the students formulate a list of terms and expressions that have entered our language via the immigrants (e.g. contralto, spaghetti). 5. Have the students investigate the various holidays that were introduced or given emphasis by immigrant groups (e.g. St. Patrick's Day, Chinese New Year, Oktoberfest, Thanksgiving). Have the students identify which immigrant group(s) brought the various holidays, the extent to which they have been amalgamated into the American society, and the degree to which members of the class observe the holidays identified.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		6. Have the students identify the various foods that have been introduced to America from immigrant cultures. Consider taking a field trip to ethnic restaurants or having some students prepare and bring to class samples of foods introduced by various immigrant cultures. (see Activity 3. - 8.) 7. Have the students investigate the role of immigrants in politics. They should consider the role of immigrants in the labor movement and identify noted political and governmental leaders who came to America as immigrants. 8. Have each student select an immigrant that he admires or respects and prepare a report on the contribution and accomplishments of that person. 9. Have the students discuss the role immigrant groups have played in the social development of America. Have the students speculate on whether the interaction of many different cultural groups has produced a stronger or weaker nation. Insist they clarify and provide (or seek) data to back up the opinions expressed. 10. Have the students construct a chart depicting the accomplishment of immigrants in such fields as business, entertainment, government service, science, music, art, literature, other areas.

MATERIALS:

I. RECOMMENDED TEXTUAL MATERIALS:

Oliver, Donald W. and Newmann, Fred M., eds. The Immigrants' Experience. Columbus, Ohio: American Education Publications, 1970.

Traverso, Edmund. Immigration: A Study in American Values. Lexington, Mass.: D. C. Heath & Co.

II. ADDITIONAL TEXTUAL MATERIALS:

The American Immigration Collection: Series I. Arno Press, N.Y. (A collection of 41 titles of primary sources and excellent studies of the full range of immigration to America. If funds are available Series II of the above collection is also desirable. Series I is recommended because it covers a wider range of the immigration experience.) All of the books in these series are recommended as reference for this course and it is suggested that school libraries be requested to purchase all of them.

Other useful references are listed below:

Adamic, Louis. A Nation of Nations. New York: Harper, 1945. Thirteen immigrant groups' contributions to America.

_____. The Peoples of America Series. New York: Lippincott, 1947-1950. In nine vols. Separate Studies on America's various ethnic groups.

Angelo, Valenti. The Golden Gate. New York: Viking, 1939. An Italian boy's first year in the U.S. based on the personal experiences of the author.

Balch, Emily. Our Slavic Fellow Citizens. New York: Arno Press, 1910.

Beard, Annie E. Our Foreign-Born Citizens, What They Have Done for America. New York: Crowell, 1946. Short biographies of well-known Americans born in other lands.

Benson, Adolph B. ed. The Will to Succeed. Bonniers, 1948. Stories on the influence of Swedish settlers in the United States.

Blegen, Theodore C. Norwegian Migration to America. Washington, D.C.: American Historical Association, 1931-1940. In two vols.

MATERIALS: (cont.)

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Bok, Edward. The Americanization of Edward Bok. New York: Scribner, 1920. Adventures of the Dutch boy who grew up to be one of the most influential men of his day.

Bowers, Daniel F., ed. Foreign Influences in American Life. Gloucester, Mass.: Peter Smith, 1952.

Brown, Francis J. and Roucek, Joseph S., eds. One America. Englewood Cliffs, N.J.: Prentice-Hall, 1945. History, contributions, and present problems of American racial minorities.

Carnegie, Andrew. Autobiography. Boston: Houghton, 1920. Story of one of the world's richest men, beginning with his experiences as a weaver's son in Scotland.

Cather, Willa. My Antonia. Boston: Houghton, 1918. The story of the daughter of an immigrant family on the Dakota prairies.

Colum, Mary. Life and the Dream. New York: Doubleday, 1947. An Irish-born writer tells of her early life in Ireland and her later years in America.

Davis, James J. The Iron Puddler, My Life in the Rolling Mills. New York: Bobbs, 1922. Record of a Welch boy who began his career as an iron puddler in a town near Pittsburgh and rose to serve as Secretary of Labor under three Presidents.

Faust, Albert B. The German Element in the United States. Steuben Society, 1927. In two vols.

Fernald, Helen. Plow the Dew Under. Boston: Longmans, 1952. A story of Russian immigrants in Kansas.

Foerster, Robert F. The Italian Emigration of Our Times. Cambridge: Harvard, 1924.

Ford, Henry J. The Scotch-Irish. Princeton, N J.: Princeton, 1915.

Galt, Tom. Peter Zenger, Fighter for Freedom. New York: Crowell, 1951. A biography of the Colonial editor whose trial resulted in a far-reaching victory for freedom of the press.

Gompers, Samuel. Seventy Years of Life and Labor. New York: Dutton, 1925. The great American labor leader tells, in the early chapters, of his boyhood on London's east side and his struggles to establish himself in his adopted country.

MATERIALS: (cont.)

II. (cont.)

Handlin, Oscar. Adventures in Freedom. New York: McGraw, 1954. Three hundred years of Jewish life in America.

_____. The Uprooted. Boston: Little, 1951. Excellent, moving narration of immigration.

_____. ed. Immigration as a Factor in American History. Englewood Cliffs, N.J.: Prentice-Hall, 1959.

Hansen, Marcus L. The Atlantic Migration. 1607-1860. Cambridge: Harvard, 1940.

_____. Schlesinger, Arthur M., ed. The Immigrant in American History. Cambridge: Harvard, 1940.

Havighurst, Walter, and Boyd, Marion. Climb a Lofty Mountain. Winston, 1952. A vivid picture of wheat raising by Swedish settlers in Minnesota in the 1890's.

Hayes, Florence. Joe Pole, New American. Boston: Houghton, 1952. A high-school-age DP nicknamed "Joe Pole," wins a place for himself among his fellow students and becomes "Joe American" instead.

Heide, Dirk van der. My Sister and I. New York: Harcourt, 1941. The remarkable diary of a twelve-year-old boy who lived through the 1941 blitzkrieg in Holland and later was sent to live with relatives in the United States.

Higham, John. Strangers in the Land: Patterns of American Nativism, 1860-1925. Brunswick, N.J.: Rutgers, 1955.

Hoff, Carol. Johnny Texas. Wilcox and Follett, 1950. Exciting adventures of an immigrant boy on the Texas frontier, based on the reminiscences of old settlers.

Isasi, Mirim, and Denny, Malcene Burns. White Star of Freedom. Chicago: Whitman, 1942. A Basque shepherd boy who fled to America after the Spanish Civil War finds the liberty his native land has lost.

Jacobs, Emma. A Chance to Belong. New York: Holt, 1953. Novel about a recent refugee family and Jan, the eldest son, and his efforts to become a good American.

MATERIALS: (Cont.)

II. (cont.)

Judson, Clara Ingram. Michael's Victory. Boston: Houghton, 1946. Adventures of an Irish boy, whose family came to Ohio in the 1850's, while working on one of the early railroads.

Kennedy, John. A Nation of Immigrants. New York: Harper and Row, 1964.

Kerr, Laura. Dr. Elizabeth. Appleton, Wisc.: Nelson, 1946. A life of Elizabeth Blackwell, who came to America as a girl and later fought prejudice to become the first woman physician.

Learsi, Rufus (pseud. of Israel Goldberg). The Jews in America: a History. New York: World, 1954.

Lide, Alice A. Wooden Locket. New York: Viking, 1953. A DP family in Alabama, helped by kind neighbors, forget past unhappiness and become real Americans.

Logan, Milla. Bring Along Laughter. New York: Random, 1941. An amusing novel of Serbian-American family life in San Francisco, based on experiences of the author and her friends.

Lonn, Ella. Foreigners in the Confederacy and Foreigners in the Union Army and Navy. Chapel Hill, N.C.: Baton Rouge, La.: North Carolina, 1940; Louisiana, 1952.

Lundy, Jo Evalin. Tidewater Valley. Winston, 1949. The story of Swiss farmers in Oregon and their part in developing the state before the turn of the century.

_____. Seek the Dark Gold. Winston, 1951. Adventures of Scottish fur traders in the time of John Jacob Astor.

Oakes, Virginia Armstrong. Footprints of the Dragon. Winston, 1949. The story of a fifteen-year-old Chinese boy who worked on the transcontinental railroad.

Pellegrini, Angelo M. Immigrant's Return. New York: Macmillan, 1951. The author's report on his life in the lumber camps of the Northwest and his return visit to Italy.

Rihbany, A. M. A Far Journey. Boston: Houghton, 1914. An account of this Boston clergyman's childhood in Syria and his early experiences in America.

MATERIALS: (cont.)

II. (cont.)

Riis, Jacob A. The Making of an American. New York: Macmillan, 1901. The autobiography of the journalist and social worker whom President Theodore Roosevelt called "America's most useful citizen."

Robinson, Mabel L. Runner of the Mountain Tops: The Life of Louis Agassiz. New York: Random, 1939. An excellent biography of the Swiss naturalist and geologist who became one of America's most distinguished scientists.

Rockne, Knute. Autobiography. New York: Bobbs, 1931. The life story of the famous football coach, who arrived in America as a small boy.

Rolvaag, O. E. Giants in the Earth. New York: Harper, 1927. An unforgettable picture of the homesteader's life on the Dakota plains.

Rydberg, Ernie. Bright Summer. Boston: Longmans, 1953. The appealing story of Teresita and her family, who migrated to Southern California from Mexico.

Shaw, Harry L., and Davis, Ruth. Americans One and All. New York: Harper, 1947. An anthology of short stories showing the varied racial strains that have had a part in the making of America.

Shippen, Katherine B. Passage to America. New York: Harper, 1950. A book which deals briefly with earlier migrations in history but chiefly with migration to America since our War for Independence.

Singmaster, Elsie. I Heard of a River. Winston, 1948. The tale of a seventeen-year-old youth who fled terror in Germany to join a group of Swiss Mennonite pioneers in Pennsylvania.

Saroyan, William. My Name Is Aram. New York: Harcourt, 1939. A well-known author recalls his own boyhood in this novel of an Armenian community in California.

Sugimoto, Etsu Inagaki. A Daughter of the Samurai. New York: Doubleday, 1925. The life story of a girl reared in feudal Japan who came to the United States as a bride in the 1890's.

Winkler, Max. A Penny from Heaven. New York: Appleton, 1951. A youth who arrived in the United States at nineteen recounts how he eventually became a leading music publisher.

MATERIALS: (cont.)

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Wittke, Carl. The Irish in America. Baton Rouge, La.: Louisiana, 1956.

_____. We Who Built America. Englewood Cliffs, N.J.: Prentice-Hall, 1939. Detailed study of immigration.

Wong, Jade Snow. Fifth Chinese Daughter. New York: Harper, 1950. A famous designer of pottery writes of her growing up in San Francisco's Chinatown.

Yates, Elizabeth. Amos Fortune, Free Man. Aladdin, 1950. The story, based on old accounts, of an African chief's son who was captured and sold into slavery and later became a leader and benefactor in his New England community.

Multi-Group Books, Social Studies School Service, Culver City, California. A collection of 23 titles dealing with the background, immigration, and American history of different national, social, and ethnic groups that make up one population.

Note: In the Social Studies School Service Catalog there is an extensive listing of titles under the following headings: Multi-Group Paperbacks, Native American Studies, Chicano Studies, and Black Studies.

III. AUDIO-VISUAL MATERIALS:

A. Filmstrips:

A Nation of Immigrants. Guidance Associates. 1 filmstrip, 1 record or cassette, discussion guide.
Nationalism. Guidance Associates. 2 filmstrips, 2 records or cassettes, discussion guide.
They Came to America. Audio Visual Narrative Arts. 4 filmstrips, 4 cassettes.

MATERIALS: (cont.)

III. (cont.)

The Story of America's People. Eyegate House. 10 color filmstrips, 5 cassettes, teacher's manual.

The Story of the Hungarian American
The Story of the Italian American
The Story of the Negro American
The Story of the Spanish-Speaking American
The Story of the Scandinavian American
The Story of the Jewish American
The Story of the Irish American
The Story of the German American
The Story of the Polish American
The Story of the British American

B. Films:

			Dade County #
A Nation of Immigrants, Part 1		B/W	1-31941
" " Part 2		B/W	1-31943
Children of the Colonial Frontier	20'	C	1-12754
Immigration	10'	B/W	1-00378
Immigration in American History	11'	C	1-00381
Land of Immigrants	16'	C	1-10161
The Mayflower Story	23'	C	1-30924
Our Immigrant Heritage	32'	C	1-31757
The Pilgrims' Travels	16'	C	1-12789
We Came to America	15'	C	1-10134